



Charlotte Mason's House of Education,
Scale How, Ambleside, UK, 2009

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Social Sciences and Humanities
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SENIOR ART CLUB.

This Club is intended for Aunt Mai's pupils when they leave her at the age of sixteen, but it is open to any readers of the *Review*, either lady or gentleman. The terms are 6s. for six months. All work marked for exhibition is criticised by Mr. David Murray, A.R.A., on the yearly "Pupils' Show Day," in Miss Stewart Wood's studio, Vine Court Studio, Holland Street, Kensington. All particulars of the Club can be obtained from Miss A. Y. Davidson, Secretary, 41, Bessborough Gardens, London, S.W.

WINTER TERM, NOVEMBER, 1900, TO MAY, 1901.

Subjects for February.

I.—*A Study in Colour.* Arrange various materials in strong colour, and paint so as to give the variety of the different textures. To be completed next month.

II.—*A Flower Study.* To be done in one sitting.

III.—*Paint from a Cast.* No. 2955, "Perch and Worm," or 458, "Head of Augustus."

OUR WORK.

The Annual Conference.—At the request of the President the Conference will begin on May 14th instead of May 7th.

To avoid disappointment in future, Miss Russell, Sec. at the Central Office, would like to remind callers that she is *sure to be in the Office only between 2 and 4 o'clock daily, except Saturdays.* She will, however, be glad to make appointments if wished. Miss Russell would also ask all Students of House of Education to inform her at once of any change of address.

HOUSE OF EDUCATION.

Examination in Practical Teaching and in the History, Theory and Methods of Teaching. December, 1900, Class List.

(Full marks for each subject 120.)

CLASS I.

	Teaching.	Paper I.	Paper II.	Paper III.	TOTAL.
K. R. HAMMOND ... (Special Distinction)	120	86	113	99	418
G. M. BRADLEY ...	90	89	93	72	344
A. SHIRREFS GORDON	95	94	87	68	344
E. S. MENCE ...	90	77	93	73	333
F. WHITE ...	85	75	95	76	331
C. B. HUSTON	95	85	85	64	329
I. SERGEANT	85	70	70	90	315
E. SAUNDERS	85	80	80	69	314
G. WILKINSON	90	76	83	60	309
M. M. KERR	85	68	78	69	300

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CLASS II.					
E. SMITH ...	70	61	79	66	276
G. EDWARDS ...	80	46	66	50	242
E. PERSSE ...	75	54	73	35	237

CLASS III.					
B. STEELE ...	60	33	47	57	197
M. F. HODGE ...	70	23	48	24	165

The National Health Society's Examination on Hygiene. December, 1900, Class List.

Passed:—E. L. Lawrence, S. Hirtzel, J. W. Devonshire, H. M. Lake, L. Bagnall, A. M. Cowdry, R. M. Williams, H. G. Russell.

MEETING AT COPENHAGEN.

On Nov. 13th the Danish Froebel Union, kindly invited by Miss Elizabeth Gad, principal of the Private School of Rosenvienget, had joined a large number of parents and teachers in the rooms at the named school. In arranging such parents' meetings, we follow the example of the P.N.E.U. and several German Froebel Unions.

Miss Gad firstly gave a short address on the relations of home and school. We quote the following words:—

"An intimate relation, a right and mutual understanding should ever be considered the condition of successful educational work, whose aim is *the development of an immortal soul.* In a large town as Copenhagen is, there are many difficulties to master, but we are hoping that one or two yearly meetings as this, to discuss matters of the highest interest for all parents and educators, should be welcomed by the homes of our children.

"Some signs make us conclude that a new era is inaugurated in respect of education. From different countries voices are heard, craving that in all kinds of education and tuition the development of character and heart should prevail upon the one-sided furthering of intellectual gifts. Testimony thereof is the English Association P.N.E.U., founded by Miss Charlotte Mason, in order to forward the mutual understanding of home and school, that the homes might take up their part of the educational work, especially that part whose best support and pillar is the Book of all books.

"*Association* is the motto of the day; the sentence, *l'union fait la force*, when taken in its right meaning, recalls the words of our Lord (St. Matt. xviii. 20): 'Where two or three are together in my name, there am I in the midst.'

"The named union has had considerable progress and now counts thousands of members in different parts of the world. The Danish Froebel Union, founded last year with a similar aim, has therefore affiliated its efforts with those of P.N.E.U., particularly in regard of mutual exchange of writings. I make use of the opportunity to recommend Miss Mason's book on *Home Education* to all parents. Especially I agree with her in this, which is the real thread in all her writings, that in all our work we should strive to turn the child's eye toward *the things above us.*"

The Rev. Mr. Krag then delivered a lecture on "The Leading Force in Education."

In the children there is a wonderful force of uniting and joining. Even he whose critical mind despairs the highest powers of life, is unable to resist the innocence of childhood. As an instance, the lecturer mentioned a remembrance from his pastorate. Once he was summoned to go to a dying man, well known as indifferent to, or an enemy of Creed. At his bed he found the man's former nurse with her little daughter of eight years. When they had spoken awhile about religious matters, the little one burst out: "This evening at eight o'clock when going to bed I shall pray for thy soul." The words of the little girl deeply impressed the dying man and when the evening, his last, came, his mind was opened and he sought force and consolation from above.

The scripture gives us many a good advice in regard of education. Solomon describes the good and hearty wife, centre and pillar of the house, on other pages we find warnings against idleness and fancy of dress. The story of Jesus as a boy of twelve years is also important. On the whole scripture sets up as scope and ideal of education: Man, made in God's image, is to develop this likeness by doing as Jesus in his Father's work. And a greater and nobler ideal than that given by Jesus in His word and work never has been seen, this fact is granted as well by those who believe in God as by their antagonists. But to realize this ideal, there is need of mutual support of all educational powers, especially of home and school. Rev. Mr. Krag's interesting and thoughtful address opened an animated discussion. Mr. Banzert laid great stress on the harmony of home and school. It was a sad thing, that young people nowadays often neglected their homes. Rev. Petersen and Principal Miss Jeppesen laid great weight on a religious fundament of the home life; Miss Rudolph, board school teacher, and Mrs. Hedevig Bagger mentioned the development of the child's will. Rev. Mr. Krag emphasized that all religious training ought to be real, and founded in real life, not only in dogmatic sentences. Some of the audience discussed the best ways for educational purposes, and finally Mr. Bagger, headmaster of the school of Istedgård, reminded of Froebel as the great student of childhood, setting as the highest educational aim *Man's Godlikeness*.

BOOKS.

Historical Survey of Pre-Christian Education, by S. S. Laurie, A.M., LL.D., Second Edition (Longmans, 7/6). Professor Laurie has, in this book, done what should prove a fundamental service to the cause of Education, and has produced a deeply interesting volume. We say a fundamental service, because he recognises at the outset that the difficulty of his subject lies in giving expression within the limits of a few pages "to the religious and ethical attitude of the various nations of antiquity to life and its duties." These are golden words. A definition of education and a scheme of education which is the expression of the religious and ethical attitude of a nation towards life and its duties strikes us as a counsel of perfection and an indication rather of what we, to-day, lack, than of what we possess.

But probably we are too near to the working of our own systems to be able to judge of their value. At any rate the nations of antiquity, of

whose educational thought and practice Professor Laurie gives us an historical survey, appear, most distinctly, to work out their religious and ethical conceptions of life in their theory and practice of education. Perhaps this correspondence was less evident to the persons who worked it out; but, with every allowance for the rounding effect of time and distance, it remains, that while ancient education was before all things religious, however corrupt and defective the religion on which it was based, modern education tends to be before all things secular, religion being at the best a by-issue and not the foundation and guiding principle of the whole.

"By education," says Professor Laurie, "I understand the means which a nation with more or less consciousness takes for bringing up its citizens to maintain the traditional national character, and for promoting the welfare of the whole as an organized ethical community." From this standpoint the author surveys the education of the Hamitic Races, the Semitic Races, the Turanian Races, and the Aryan or Indo-European Races, including under the last Hindus, Medo-Persians, Hellenes and Italians.

We have only space for an extract here and there, illustrating the most interesting contents of the several divisions of Professor Laurie's work. Here is a good counsel from the educational thought of the Jews. "Brevity in imparting was held to be an indispensable quality of the teacher. He should be concise and make use of few words. That which could be told in one word should not be imparted in three."

The chapter on Chinese education deserves our careful consideration, for are not we too a much-examined people, though happily not so much so but that it takes away one's breath to hear of 10,000 persons within the enclosure of the examination building in a great centre like Canton. "Hard and successful study alone enables a Chinese to set foot on the lowest step of the official ladder, and a long and unusually successful career is necessary to enable him to reach the higher rounds." A curriculum of reading for thirty years is not unknown. The author's survey of the philosophy of which this educational grind is the outcome, is very interesting. "Knowledge is virtue," say the Chinese, therefore they get knowledge. Do not we also believe that education consists of knowledge, and is to be the saving of mankind? We are more familiar with the Hellenic and Roman philosophies of life, and consequent schemes of education, but the chapters treating of these afford most instructive reading, and the whole volume should perhaps lead us to question ourselves gravely as to whether our education is heterogeneous and casual, because at the present moment we hold no generally recognised philosophy of life, and therefore, of education.

The Springs of Character, by A. T. Schofield, M.D., author of *The Unconscious Mind* (Hodder & Stoughton, 3/6). Dr. Schofield's book will, we believe, accomplish the object for which it was written; it will give us pause, cause us to "think on these things." The author tells us that his object was threefold; first, "to emphasise in various ways the transcendent importance of character, second, to show what are its foundations and springs, and, third, to see how it can best be cultivated and improved."